GRiffith University

Educational Excellence Committee

A meeting of the Educational Excellence Committee was held at 10:00am - 12:30pm on Monday, 18 March 2013 via videoconference in room 2.06, Bray Centre (N54), Nathan campus and room 1.04, The Chancellery (G34), Gold Coast campus.

Minutes

Present:
Professor Keithia Wilson (Chair)
Dr Marion Tower
Associate Professor Jock MacLeod
Associate Professor Robyn Hollander
Dr Niru Nirthanan
Dr Ann McDonnell
Ms Christine Grimmer
Ms Georgina Tkacz (Secretary)

Apologies:
Professor Ross Guest
Dr Catherine Howlett
Ms Karen van Haeringen

Acknowledgement of Country

On behalf of the Educational Excellence Committee, the Chair acknowledged the Traditional Custodians of the lands on which the Educational Excellence Committee meets.

1.0 Confirmation of Minutes

The minutes of the 4/2012 meeting of the Educational Excellence Committee (EEC), having been circulated, were taken as read and confirmed.

2.0 Membership

Educational Excellence Committee members expressed their appreciation to the following outgoing Committee members for their contributions to the work of the group during their terms of office:

Dr Afshin Akhtarkhavari, and
Dr Peter Woods.

Educational Excellence Committee members welcomed the following new or returning Committee members:

Professor Ross Guest (GBS),
Dr Niru Nirthanan (HTH),
Dr Ann McDonnell (SEET),
Ms Christine Grimmer (Nominee of Director, GIHE), and
Ms Karen van Haeringen (Nominee of Academic Registrar).
SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE AND ITS SUB-COMMITTEES

3.0 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING (GAET) AND GROUP LEARNING AND TEACHING CITATIONS - STANDING ITEM

3.1 The Chair introduced this item and reminded members that during 2012 the EEC had proposed a series of suggested modifications to the guidelines for the GAET scheme as a means of continuous improvement.

3.2 The Committee considered a draft copy of the revised guidelines (2013/0006751) and a summary of proposed changes to the Griffith Awards for Excellence in Teaching for 2013 (2013/0006752). The Chair introduced these documents and systematically read through each change on the summary document to give members the opportunity to comment on each one.

3.3 Members expressed concern over the loss of the “Teaching Large Classes” GAET category, noting that teaching large classes continues to be challenging for teachers and that class size plays a significant role in determining the quality of teaching excellence. As a result, members requested that an explicit directive to include the size of the classes the applicant teaches into be added to the requirements for the practice overview in the 2013 GAET guidelines.

3.4 The Chair explained that the role formerly known as First Year Advisor (FYA) has been restructured and renamed First Year Coordinator (FYC) and is now therefore more of a leadership role than a practitioner role, which had been the main reason for its original inclusion as a GAET award category. EEC members agreed that the FYA award category should be removed and suggested a number of replacements, including a Leadership in Learning and Teaching Award, retaining the Teaching Large Classes Award, and an Online Teaching Award.

3.5 Members agreed that leadership roles such as Program Convenor already have the opportunity to be recognised by the Programs and Teams that Enhance Learning GAET award category, while the addition of the new directive regarding class size to the 2013 guidelines would mitigate the loss of the Teaching Large Classes category. The EEC noted however that a new priority award category for Online Teaching would reflect Griffith’s commitment to the area of online learning and give individuals who would be ineligible for the Flexible Learning and Teaching area of the Programs and Teams that Enhance Learning award category an opportunity to showcase their practice. The Committee agreed to recommend to Learning and Teaching Committee that an Online Teaching Award be introduced as a GAET priority award category for 2013.

3.6 Concerns were also raised by members regarding the modification of existing criteria to indicate that recipients of a GAET award are no longer eligible to apply for an award in the same category in the future, with the exception of the Awards for Programs and Teams that Enhance Learning category. Some members expressed concern that staff might be overlooked for promotion or confirmation by staff and promotion committees if they were only eligible to win one GAET award per category. The Chair reminded the Committee that it had been the desire to maximise opportunity for staff to achieve recognition for teaching excellence that had initially prompted the modification, and that applicants were still eligible to apply in other categories. The Committee agreed to retain the modification subject to approval of the revised guidelines by LTC.
Resolution

3.7 The EEC resolved to recommend the proposed changes to the GAET guidelines, as described in document 2013/0006752, to the Learning and Teaching Committee for implementation in 2013.

3.8 The EEC authorised the Secretary, EEC to make the additions outlined above in 3.3. and 3.5 to the guidelines (2013/0006751) and summary document (2013/0006752) for recommendation to the Learning and Teaching Committee for implementation in 2013.

4.0 ANNUAL REPORT FOR THE EDUCATIONAL EXCELLENCE COMMITTEE FOR 2012


4.2 Members of the EEC agreed to endorse the 2012 EEC Annual Report and recommend it to the Learning and Teaching Committee for consideration and approval.

4.3 The EEC further endorsed the proposed 2013 work plan for the Educational Excellence Committee, which includes the following activities:

<table>
<thead>
<tr>
<th>National OLT Citations and Awards</th>
<th>Continued input into the selection process concerning the national OLT learning and teaching awards.</th>
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<tbody>
<tr>
<td>Griffith Citations and Awards</td>
<td>Continued review and input into the guidelines and processes for the Griffith Learning and Teaching award schemes for excellence in teaching (citations, fellowships, and awards), including oversight of the administration of the scheme.</td>
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<tr>
<td>Griffith Learning and Teaching Grants and Fellowships</td>
<td>Continued review and input into the guidelines and processes for the Griffith Learning and Teaching grants and fellowship scheme.</td>
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<tr>
<td>Celebrating Teaching Week</td>
<td>In collaboration with GIHE, ongoing oversight of, and input into the planning of the Celebrating Teaching Week.</td>
</tr>
<tr>
<td>Griffith Academy of Learning and Teaching Scholars</td>
<td>Continued administration and oversight of the Griffith Academy of Learning and Teaching Scholars, including ongoing staff development activities in the scholarship and research of learning and teaching.</td>
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Resolution

4.4 The EEC resolved to recommend the Committee’s 2012 Annual Report (2013/0006753), including the 2013 Work Plan, to the Learning and Teaching Committee.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

NIL
SECTION C: OTHER RECOMMENDATIONS AND REPORTS

5.0 GRIFFITH GRANTS FOR LEARNING AND TEACHING – INTERIM AND FINAL REPORTS

5.1 In accordance with the Griffith Grants for Learning and Teaching Guidelines, the Educational Excellence Committee was asked to review the interim and final reports of all successful Level 1 and 2 learning and teaching grant recipients and provide feedback to project teams.

5.2 The following grant reports were attached for the consideration of the Committee for the purpose of providing feedback to the applicants on their progress to date.

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Title</th>
<th>Project Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Nicole Graham</td>
<td>E-mentoring for global careers: connecting students to international employers to enhance and contextualise career development learning</td>
<td>7 month report (initially a 6-month pilot project, with a view to extend)</td>
</tr>
</tbody>
</table>
| Prof Michael Balfour  | Theatre Scope: Attainment, Access and Engagement 
Developing sustainable responses to inclusion, diversity and student success through innovative and creative work-based learning initiatives | Final                           |
| Dr Steve Drew         | Putting the “Principles” to work in SEET: Developing Capability and Practice for Teaching Excellence Using Peer Review | Final                           |
| Dr Calvin Smith       | University-wide Implementation Strategy for Embedding Revised Griffith Graduate Attributes into Curricula | Final                           |

5.3 Due to time constraints, the EEC elected to prioritise Ms Graham’s 7-month report and hold over all final reports until the next meeting of EEC.

5.4 Ms Nicole Graham - E-mentoring for global careers: connecting students to international employers to enhance and contextualise career development learning

The EEC noted that progress on this project to date has been slow. Members also recalled that there appears to have been a shift in the original timelines for the project (although this is not stated in the report). The Committee provided the following feedback on ways to strengthen the project:

5.4.1 Outcomes and deliverables: The Committee requested more information as to why the project team hasn’t been able to deliver on the project’s intended outcomes. It suggested speaking to the processes and difficulties encountered by the project team in a more explicit way, so as to also be beneficial to other project teams, particularly in terms of how the project team’s actions have addressed the problems they have encountered.

The EEC also requested that the original and revised timelines of outcomes and deliverables for the project be included in a revised report.
5.4.2 Formative Evaluation: EEC members recommended that the challenges mentioned in the report be explained in more detail i.e. by identifying the specific problems, how long it took to resolve each one, and what exactly was involved; and that this be framed in the form of the project’s formative evaluation.

5.5 Timelines for Resubmission: The EEC recommends that a revised 7 month report for this project be re-submitted by the grant applicant for the April Meeting of the EEC. The revised report should be forwarded to the Secretary by Friday, 12th April.

5.6 The following revised 7 month grant report (including three attachments) was also attached for the consideration of the Committee:

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<tbody>
<tr>
<td>Dr Steve Drew</td>
<td>Embedding sustainable peer observation and peer assistance for improving teaching practice at Griffith University: creating a culture and communities of practice to build capabilities</td>
<td>7 month report</td>
</tr>
</tbody>
</table>

5.7 The EEC considered this progress report at the September 2012 meeting and agreed to return the Report to the Project Leader, Dr Drew and asked him to address the following points:

1 Formative Evaluation: Page 5 of the report mentions that formative evaluation processes are being used to assess the project, however the results of those evaluations are not provided. In addition to naming the mechanisms used, some detail on the outcomes/findings of the formative evaluations should be included.

2 PRO-Teaching: The members requested that more information be provided on PRO-Teaching. In particular, some information around the outcomes of PRO-Teaching to date and the types of documentation and improvement plans developed should be included. An attachment with a summary of the review process, including the observation material used, would be useful. Clarification around whether the process improves SET/SEC results, with evidence from other sources to support this, would also strengthen the project.

3 Evaluation and outcomes: Outcomes, as well as plans for the evaluation of anticipated outcomes of the project to date, should be included. The Committee recommends involving an independent evaluator at this stage of the project.

5.8 The EEC commended the project team for its comprehensive revision of the areas identified in its last review of the report (5.7). The Committee still seeks further clarification and elaboration however of some minor aspects of the revised Report:

5.8.1 Participation: Page 25 of the report refers to the use of student focus groups, however the number of participating students is not mentioned. The number of students involved in the focus groups should be included in the next version of the report.

5.8.2 Evaluation: A considerable decline in the percentage of satisfied students from 93.2% in 2011 to 86.3% in 2012 in the SEET group SET results is observed on page 29 of the report, yet no explanation for this is provided. A possible explanation from the project team for this decline, in addition to any lessons the project team has learned as a result, should also be included in the report.
Resolution

5.9 The EEC recommends that a revised 7 month report for this project be re-submitted by the grant applicant for the April Meeting of the EEC. The revised report should be forwarded to the Secretary by Friday, 12th April.

SECTION D: MATTERS NOTED, CONSIDERED, OR REMAINING UNDER DISCUSSION

6.0 GRIFFITH GRANTS AND FELLOWSHIPS FOR LEARNING AND TEACHING – STANDING ITEM – UPDATE

GGLT UPDATE AND REVIEW FOR 2013

6.1 The 2012 structure of Grants and Fellowships has yet to be reviewed for 2013. The Committee agreed to hold over discussion of the re-design of the guidelines for 2013 until the April meeting.

6.2 The recipients of the 2012 Griffith Grants for Learning and Teaching were announced University-wide in a broadcast email on Thursday, 1 November 2012. The EEC noted the following successful Uni-level applications:

| Dr Jason Lodge, Dr Steve Drew (GIHE), Ms Dianne Selzer (Griffith Online), Professor Jeremy Williams and Mr Leigh Stevenson | Leading organizational development for high-quality online learning: Modelling and building excellence at Griffith |
| Dr Calvin Smith (GIHE), Professor Nick Buys (HTH), Associate Professor Heather Alexander (GIHE) | Implementation of the Program Review and Quality Framework for Programs at Griffith: capability building for sustainable program quality assurance |

6.3 A list of the Griffith group-level grants for learning and teaching was also attached for members’ information.

7.0 OLT STANDING ITEM – UPDATE

7.1 2012 Citation and Award applications

The OLT announced the recipients of its national teaching awards on November 20, 2012. While significantly fewer were awarded than in previous years, EEC noted that Dr Jessica Vanderleele from the School of Medical Science and 2011 joint winner of The Vice Chancellor's Award for the Griffith University Teacher of the Year was successful in the Early Career category of Awards for Teaching Excellence. The 2012 Awards Assessment Report and the 2012 Citations Assessment Report were also attached for members’ information.

7.2 2013 Fellowship, Citation and Award applications

The list of applicants for the 2013 OLT Grants and Awards schemes was tabled in a confidential document (2013/0006754) at the meeting. EEC noted that three Fellowship applications – two national and one senior – were submitted to the OLT on February 1.
In addition, the Committee noted that nine Citation applications and five award applications are currently under preparation. As the individual teaching award applicants are yet to be confirmed, the Secretary EEC agreed to provide the names of the confirmed applicants to the April meeting.

7.3 2013 Grant applications

The EEC noted that the first round of OLT grant applications has been submitted for 2013, with Griffith submitting seventeen applications as a lead institution. The OLT Grant categories are Innovation and Development, Leadership for Excellence in Learning and Teaching, and Seed Projects, and criteria and guidelines for these can be found at http://www.olt.gov.au/grants-and-projects/programs-and-applications. Members also noted that a significant change to the guidelines in 2013 has meant the reintroduction of EOIs for Round 1. No full proposals (except for Seed Projects) will now be accepted in Round 2, other than from successful EOIs in Round 1.

7.4 Griffith Institute for Higher Education staff discussed the process for endorsing and supporting expressions of interest for OLT grants at their planning day on February 26.

7.4.1 Members noted that the current process is hectic, not conducive to quality and very demanding for GIHE and Academic Services staff.

7.4.2 Nominee of the Director, GIHE suggested that the further development of a ‘pipeline’ approach for potential grant applicants, where ideas aligned with national and institutional priorities are already under consideration when OLT application deadlines are announced, would make the process more manageable and produce better quality outcomes.

7.4.3 Educational Excellence Committee was asked to consider ways of further embedding a pipeline approach in the academic Groups to facilitate the development of better quality grant applications and more successful outcomes.

7.4.4 Members agreed that it was crucial to formalise a process to ensure the quality of grant applications, ideally by utilising the University’s leaders in institutional knowledge around Learning and Teaching. The Chair EEC suggested that the role of the Griffith Academy of Learning and Teaching Scholars (GALTS) might also be considered in this process.

7.4.5 EEC members therefore agreed to resume discussion of a revised approach to grant development under the standing agenda item of Strategic Leadership at the next meeting.

8.0 STRATEGIC LEADERSHIP – CONTRIBUTING TO TEACHING EXCELLENCE - STANDING ITEM – UPDATE

8.1 The Committee has a standing item concerning the identification of strategic issues in learning and teaching which are relevant to staff engagement with awards and grants in learning and teaching. The most recent initiative is the Griffith Academy of Learning and Teaching Scholars Seminars Series.

8.2 The first GALTS Scholarship Seminar in the seminar series proposed by Professor Stephen Billett and facilitated by GALTS members at their respective campuses was held as follows:

- South Bank, Tuesday 23 October 2012, 2.00pm - 4.00pm, Room S02_7.04
- Mt Gravatt, Wednesday 24 October 2012, 2.00pm – 4.00pm, Room M15_1.13
8.3 In a brief report to the Committee, the Chair explained that a consultation process after the first GALTS seminar had identified how to conduct scholarship and research into Learning and Teaching as an area of interest/need for staff.

8.4 Members noted that at a GALTS meeting earlier this year, it was decided that attention to this area would be formalised in a series of seminars, building on the general introduction provided by Professor Billett and focusing more on theories of Learning and Teaching and methodologies.

8.5 The Chair indicated that she would provide more information to the April meeting of EEC.

9.0 PROMOTING EXCELLENCE INITIATIVE (PEI) STANDING ITEM

9.1 In the absence of the Deputy Academic Registrar, the Committee agreed to hold over discussion of the Queensland Promoting Excellence Network’s second Progress Report until the April meeting.

10.0 CELEBRATING TEACHING EVENTS 2013

10.1 The Committee agreed to hold over EEC’s recommendations for lecturers and tutors from the various Groups who might contribute to a series of best practice showcases planned by GIHE for Semester 1.

11.0 VICE CHANCELLOR’S TEACHING BURSARIES

11.1 The Committee noted that the following staff have been awarded the Vice Chancellor’s Bursary for the Graduate Certificate in Higher Education, undertaken in 2012:

Dr Tooran Alizadeh Fard (ENV)
Dr Sarah Baker (HUM)
Dr Deborah Delaney (GBS)
Dr Sean Horan (RHS)
Dr Mirela Malin (AFE)
Ms Georgina Neville (HTH)
Dr Kriangsak Panuwatwanich (ENG)
Dr Mary Sidebotham (NRS)

11.2 Members also noted that the following staff have been awarded the Vice Chancellor’s Bursary for the Masters of Learning & Teaching in Higher Education in 2012:

Dr Sven Venema (ICT)

11.3 The progress reports of each recipient were also attached.

12.0 CHAIRPERSON’S REPORT

12.1 The Chair advised that she would not provide a verbal report to the meeting, as the Agenda included a number of key points which were more appropriately covered as individual items, rather than in a generic report.
13.0 NEXT MEETING

The next meeting of the Educational Excellence Committee is scheduled for Monday, 22nd April, 2013 at 10am in Council Chambers 2.02, Bray Centre (N54), Nathan campus and room 1.04, the Chancellery (G34).

Confirmed: ............................................. (Chair)

Date: .................................................